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ABSTRACT

The Higher Education Funding Council for England (HEFCE) commissioned a study of the range and depth of pedagogic developments associated with the scholarship of teaching in higher education. This evidence-based review was designed to explore the relationship between pedagogic development (PedD) as supported through the Teaching Quality Enhancement Fund and pedagogic research (PedR). The study was planned to take into account the role of various stakeholders, including higher education institutions, efforts funded by the HEFCE, and government agencies. The study began with a systematic literature review and added interviews with researchers in higher education and 5 key players in the field of scholarship of teaching, 8 case studies at higher education institutions, and an e-mail survey completed by 43 administrators and staff in higher education institutions. This report contains the eight case studies, at these institutions: (1) City University, London; (2) Coventry University; (3) University of East London; (4) University of Edinburgh; (5) University of Oxford; (6) University of Strathclyde; (7) University of Surrey, Roehampton; and (8) Capital University. (SLD)

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ED 476 440

Building capacity for change: research on the scholarship of teaching

Case studies

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Part of a report to the HEFCE by George Gordon, Vaneeta D'Andrea, David Gosling, Lorraine Stefani

February 2003

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* This institution contributed information for the report on an anonymous basis. The name is fictional.

CASE STUDY: CITY UNIVERSITY, LONDON

Institutional Context

City University was founded in 1894 as the Northampton Institute and awarded full university status in 1966. It is based in the heart of London, close to the City of London, where it contributes significantly to the capital's academic, cultural and business life.

It has almost 9,000 students from 122 countries who benefit from the University's internationally renowned experience of more than one hundred years' of teaching and learning. City's graduate employment record continues to be one of the best in the country. City University is highly focused and innovative. One third of its activity is business-related, including a world-class business school. Another third is health, spanning areas as diverse as nursing, visual science and health economics. The other third includes IT, maths, engineering, law, social sciences, and creative and cultural subjects.

Central educational development activities are new to the university and have been established through the application of Teaching Quality Enhancement Funds (TQEF). An Educational Development Centre (EDC) was created in October 2000. In order to ensure that a scholarship of teaching (SoTL) research agenda was a significant part of the Centre's activities, it was decided to appoint the director at professorial level. School-based educational development activities which preceded the university-wide initiative have provided a foundation for further systematic developments in this area, e.g. City University was successful in the very first round in its nomination of a National Teaching Fellowship award holder.

Scholarship of Teaching and Learning (SoTL)

The University's strategic aims guide its work. The first aim focuses on the provision of high quality education (see Annex A for the full list). This is the aim that addresses the university's commitment to teaching and learning activities. Two objectives linked to this aim include the expectation that a high standard of teaching will be underpinned by scholarship and research and that the curriculum and teaching and learning activities will be innovative, flexible and distinctive. In effect these define the range of areas considered as the SoTL at City which encompasses pedagogic research (PedR), as well as the full range of related topics in higher education, including policy studies (both internal and external). It had been determined that the EDC would lead the agenda in this area. Two of the targets for its work include:

- To develop a research programme within the Centre with a particular focus on the SoTL
- To develop SoTL projects which are international in scope.

Strategy for Building Capacity in Scholarship of Teaching and Learning

The strategy for building capacity in the SoTL centres on the work being taken forward by the newly created EDC. The four major programme areas of the EDC are as follows:

a) Academic Practice Programme (APP): courses and qualifications in higher education
b) SoTL: investigation and dissemination of pedagogic practice
c) Internal Consultancy Programme (ICP): workshops and individual support for learning and teaching
d) Teaching Fellowship Programme (TFP): embedding and disseminating best practice and rewarding teaching.

Each of these four programmes make a contribution to the strategy to build capacity in SoTL. The APP includes the development of PedR skills and the opportunity through coursework to produce a potentially publishable article concerned with SoTL topics. The SoTL encompasses a comprehensive plan to integrate staff investigations into their teaching practice with support from experts in the area of the SoTL from both inside and outside the University. In practice, this includes a range of activities:

- City Higher Education Seminar Series (CHESS) on pedagogic innovation and research,
- learning and teaching grants programme for promoting research and innovation in teaching and learning,
- RAE linked publication programme of the outcomes of the grants programme,
- conference on the scholarship of teaching and learning in collaboration with the University of East London, the Carnegie Academy for the Scholarship of Teaching and Learning (USA) and the Institute of Learning and Teaching (ILT) National Teaching Fellowship Scheme (UK).

This programme of activities is also designed to exploit the new Learning and Teaching Support Networks (LSTNs) as well as the resources coming from the ILT.

The ICP includes both individual one-on-one tutorials for teaching staff, and a programme of consultancy workshops offered to departments and schools. Each year these activities will centre on an annual theme. In 2000/01 the focus was on SoTL and in 2001-2002 it will be on the link between research and teaching. The aim in both instances is to increase awareness of the issues surrounding the current debates on these topics in higher education.

The TFP is designed to build a culture of creative pedagogic practice and investigation. Fellows:

- are seconded from the schools to the EDC for a period of six months to a year
- contribute to the courses in academic practice and/or
- lead a PedR project.

The major outcomes of the TFP is the development of a cohort of knowledgeable experts on learning and teaching within the university. Over time, the TFs will provide a critical mass of leadership within the schools disseminating current thinking on issues related to learning and teaching the SoT, as well as providing a liaison role between the Schools and the EDC.

Take-up

The official opening of the Educational Development Centre was held in the spring 2001. City University staff have responded through active participation in the programmes and events of the EDC. Attendance at the CHESS events has been consistently above 30, with over 50 at the inaugural session. Individual and school requests for support for the development of SoT research projects and other forms of engagement in pedagogic scholarship have encompassed nearly every school and independent department even in advance of the official opening of the EDC. The first round of teaching and learning grants has been completed. In the spring 2001 the first three TFs were selected and began secondments in the autumn of 2001. Finally, abstract submissions for the first annual International SoTL conference co-sponsored by City University in June 2001 included more from City than any other higher education institution in the UK.

Future Planning

In the immediate future, the work of the EDC will focus on systematically supporting the SoTL. The CHESS programme and ICP will focus on the research teaching nexus. It is anticipated the first cohort of TFs will create a step change in the activities taken forward on the SoTL. The current Director and Assistant Director of the Educational Development Centre are active on a variety of editorial boards of higher education journals such as *Active Learning*, the official journal of the ILT, and the *Journal of Teaching in Higher Education*. The Director is a Carnegie Scholar and will continue to engage with the international debates around SoTL.

It would appear that there is significant potential to build capacity in the area of SoTL at City University. This will, however, be dependent on the continuation of TQEF funding or other similar funding sources.

ANNEX A: City University, London: Strategic Aims

STRATEGIC AIM 1: To provide high quality education which meets the needs of our students and their employers.

Objectives:

- To provide a high standard of teaching underpinned by scholarship and research appropriate to the needs of our students
- To foster innovative, flexible, distinctive and effective approaches to curriculum development, teaching and learning
- To provide opportunities for students to develop non-disciplinary skills, aptitudes and abilities
- To attract, to all courses, students who have the potential to contribute at a high level to their chosen professions
- To address the changing educational and research needs of the private and public sectors, particularly through the design of flexible postgraduate programmes and continuing professional development initiatives
- To achieve a high level of graduate employment
- To retain professional accreditation of existing courses and to obtain professional accreditation for new courses wherever appropriate.

STRATEGIC AIM 2: To develop and enhance research which has acknowledged standards of excellence.

Objectives:

- To develop and invest in groups/projects where: units are carrying out research of national or international standard, which is in the upper quartile nationally; and/or distinctive, high impact, applied/policy outputs are anticipated; and/or innovative, cross-disciplinary developments are anticipated.

STRATEGIC AIM 3: To influence policy and practice within our chosen areas of expertise.

Objectives:

- To ensure that staff use their knowledge, and their standing within their fields, to influence national and international policy and practice.
- To become recognised as an institution which has a distinctive and innovative approach to professional education.
- To raise the profile of the University.

STRATEGIC AIM 4: To make a significant contribution to the success of London as a world city.

Objectives:

- To develop master's and executive programmes which are relevant to business and industry in London.

- To contribute particularly to the professional and educational needs of the City of London.
- To support the cultural and media industries based in London.
- To help progress the National Health Service agenda for London.
- To play a distinctive part in responding to the initiatives of the London Regional Authority.
- To support the strengthening of the economy and the quality of life in the City Fringe.

STRATEGIC AIM 5: To increase the international scope and reputation of the University.

Objectives:

- To attract students from a diverse range of countries.
- To play a distinctive part in responding to initiatives of the European Union.
- To develop formal and informal collaborative partnerships with overseas institutions.
- To develop an international perspective in the curriculum.

STRATEGIC AIM 6: To develop the University by growth and strategic collaboration.

Objectives:

- To achieve significant growth in student numbers and in research activity.
- To significantly increase endowments and donations
- To collaborate with other organisations in ways that complement and reinforce existing areas of activity.
- To introduce new areas of activity consistent with the University's ethos and mission.

The University Strategy was adopted by Senate and Council in June/July 1999.

CASE STUDY: COVENTRY UNIVERSITY

Institutional Context

Coventry University became a University in 1992, but its roots go back beyond the Lanchester Polytechnic to the Coventry College of Design in 1842. It has 16,000 full-time, part-time, foundation, undergraduate and postgraduate students enrolled on more than three thousand courses. Its strong regional role and historical bias towards local industry, particularly automotive engineering, still colours how it is perceived, although there has been considerable local diversification, not least towards business studies, information technology and lifelong learning. There are a growing number of overseas students. The University enjoys an extensive city centre campus, and recently opened a Technology Park, which is home to the prestigious new TechnoCentre.

The University is organised into seven Schools, plus a number of research or development Centres and other support structures. In 1997 it invested very substantially in educational development with three parallel initiatives. It set up a Task Force in Teaching and Learning, based on the running secondment of up to 30 academic staff and combining curriculum development with pedagogical research, a substantial agenda of which was to work out in subject-pedagogical terms the implications of the second initiative. This was University's adoption and adaptation to its own purposes of the Canadian software package WebCT, which brought to Coventry a campus-wide online learning environment. At the same time, the Centre for Higher Education Development (CHED) was set up under the direction of Professor Liz Beaty to support the Task Force, to play the kind of institutional developmental role typical of EDUs, and to develop the in-service Pg Certificate/Diploma/Masters in Learning and Teaching in Higher Education.

The Scholarship of Teaching

The "scholarship of teaching" is currently a politically contested term, even if not always acknowledged as such. Although in general we intend in this short case study giving it a Coventry gloss rather than entering the theological debate, a little background is probably necessary. The term entered the debate following Ernest Boyer's 1990 Carnegie Study[1], which proposed a number of distinctions between different "kinds" of scholarship based the styles of enquiry that produced them, thereby by implication placing "the scholarship of teaching" close to "pedagogical research" or at the very least seeing it as its product. However, in the separate context of the RAE (and related discussions surrounding research activity/inactivity) the distinction between "research" and "scholarship" has been resurrected to carry a quite different set of implications. These are that any "scholarship of teaching", like academic subject "scholarship", is quite separate from research and can be properly severed from it for political purposes like funding arrangements. One version of the argument requires that all university teachers should demonstrate the relevant scholarships (by keeping up-to-date), but allows research funding safely to proceed on a principle of

[1] See Ernest Boyer (1990) *Scholarship Reconsidered: Priorities of the Professoriate*, New Jersey, Carnegie Foundation for the Advancement of Teaching.

"selectivity", even if as a consequence some colleague "scholars" may eventually find themselves on "teaching only" contracts.

The Coventry Strategy for Building Capacity in the Scholarship of Teaching

CHED and Coventry University have a position on these matters, which is that we see "pedagogical research" and the "scholarship of teaching" as lying on a continuum. We have been involved with a number of other universities in a series of seminars chaired by Professor Mantz Yorke of Liverpool John Moores University, the purpose of which has been to argue for the value and importance of pedagogical research in Higher Education, and enter pleas to upgrade its image. On the other hand, in teaching our own Certificate in Learning and Teaching in Higher Education (compulsory for new members of staff) CHED tutors are all too aware that new teachers in HE probably need initially something approaching a "scholarship of teaching" in its narrower sense. Colleagues on the nursery slopes of HE teaching, and wishing to familiarise themselves with its demands, tend to ask for workable models, for practical suggestions, for useable summaries of what is known about learning and teaching, and for the basic nuts and bolts of reflective practice. At this stage it would be pushing things to call this "pedagogical research", but neither should it slip below the line and become received wisdom or "tips for teachers".

CHED believes that there is a natural progression between "the scholarship of teaching", which calls upon and systematises what Joseph Schwab called "the unstable but useable arts of the practitioner", and "pedagogical research" which we see as a methodologically sound robust investigation of the efficacy of particular pedagogical solutions. The methods may vary between comparative experimentation, cumulative case studies and action research, but the intention remains the same.

As in any field, inquiry and its products are mutually constitutive, and pedagogical research itself does not operate in a vacuum but interrogates the conclusions of previous scholarship as well as breaking new ground, e.g. in relation to web-based learning. The effect of this is that we aim at Coventry, particularly in teaching on the Certificate in Learning and Teaching in Higher Education (although the point is a more general one) to begin by weaning academics on to a "scholarship of teaching" in a way that increasingly emphasises that what begins as research-based practice can become practice-based research. We believe our position to be close to that of both SEDA and ILT. Indeed, in the Certificate the assessment is on the basis of a submitted reflective *portfolio* that combines coverage of basic approaches in the scholarship of teaching with an interrogation of a candidate's own practice from the standpoint of SEDA objectives and values.

Colleagues progressing through the Diploma stage to the Masters in Learning and Teaching in Higher Education increasingly use work-based issues in curriculum and pedagogy to develop their own cognitive and evaluative maps and set them against the interpretative models encountered in the literature. Parallel to this, two modules in research methods prepare them for a dissertation that is likely to be work-focussed, and our experience to date has been that many of those submitted are in the areas of curriculum innovation and pedagogical research. Progress through the Certificate to the Diploma and the Masters in

this way can also be taken as a kind of paradigm for other progressions under the auspices of CHED. Hopefully it echoes comparable shifts in emphasis in the Task Force as well as the experience of implementing WebCT. Each of these in the initial stages had elements which located at the "scholarship" end of the continuum, but that was not where we wished to rest.

There are other structures through which the University encourages staff to develop a scholarship of teaching. The Centre for Higher Education Development is a primary mechanism for this, since its brief is to enhance teaching and learning across the University. This remit includes making the results of educational research (at Coventry and elsewhere) accessible to our own teachers, with a particular emphasis on what is known about the experience of learning. CHED offers a parallel seminar series, the one offering space for colleagues to disseminate and discuss their research, the other introducing methodological issues in educational research. There are also workshops, as well as briefings, some of which have been legitimately directly explanatory in purpose, for example technical briefings in our Computer Suite on using the facilities of WebCT or supportive software like FrontPage. Yet even here when it gets to the implications for teaching a necessarily reflective stance is required to the various options, although at this point there is no research element.

An important mechanism at Coventry for building capacity in the scholarship of teaching is the Task Force. The Task Force is a cross-disciplinary group of colleagues who are given half-time remittance to work on educational innovations of transferable value to the University. A related group comprise seven School based Teaching Fellows. A Senior Researcher was appointed in CHED to give research support to these colleagues. Some of the Task Force projects deal with the problems and possibilities associated with particular incarnations of WebCT, and are of interest to colleagues as exemplars from which some judicious borrowing of ideas or technical solutions may be possible. This scholarly resource is made available informally, through a dedicated WebCT discussion forum, and by an annual ELATE (Enhanced Learning and Teaching Exchange) conference at which presentations of current practice are made and their implications shared. With regard to our developing "scholarship of online learning", an internal evaluation strategy is in place aiming to offer an interpretative account of the innovation and its implementation using a version of Robert Stake's "countenance" evaluation model[2]

CHED supports a Higher Education Research Group which is conceived as a community of practice for any colleague identifying with its interests in the scholarship and research of education. In the absence of an Education Department, this Group also serves as a home for colleagues wanting to focus their research profile on the teaching and learning issues associated with their subject specialism.

ELATE is an important focussing mechanism at Coventry. This internal outlet has proved very important in ensuring that activities associated with an evolving scholarship of teaching are reported and shared. ELATE conferences conclude with a keynote address from speakers with something to say in this area, most recently from Professors Lewis Elton and

[2] See Robert Stake, The Countenance of Educational Evaluation", *Teachers College Record*

Sally Brown, both of whom are seriously committed to pedagogical research as well as the scholarship of teaching.

CHED also has drop-in facilities with coffee-making facilities that allow its staff to pursue a policy of open-house availability, which has been helped recently by our move to cheerful surroundings in a purpose-built extension to the new Library. This may sound trivial, but our developmental model is collegiate, conversational and community building rather than "hand-me-down". Relevant publications sit around on open shelves.

Take up

Around fifty colleagues sign up to the Postgraduate Certificate in Education each year with around ten progressing to diploma and masters levels. There are a number of colleagues studying for a doctorate either wholly within CHED or jointly supervised with a subject specialist. At a very recent ELATE conference 23 separate presentations were given to an audience of 150 colleagues. The Higher Education Research Group has around 30 participants at its core and a similar number of peripheral participants.

Future Planning

Our broad aim is to encourage, by a variety of activities and support mechanisms, the growth of a cross-disciplinary community of practice (the Higher Education Research Group) in pedagogical research and scholarship. We also expect our externally funded research, particularly an ESRC seminar series into networked learning (led by Lancaster University and with Glasgow and Sheffield universities) and an ESRC Teaching and Learning Programme Project (led by Edinburgh University and with Durham and Napier Universities) relating to the Enhancement of Teaching and Learning in Undergraduate Education will make significant internal and external contributions to the field of educational scholarship and research.

CASE STUDY: UNIVERSITY OF EAST LONDON

Institutional Context

The University of East London was founded in 1992 but traces its history of undergraduate teaching to 1898 at the West Ham Institute. Subsequent amalgamations of colleges in the East London region led to the foundation of the North East London Polytechnic in the sixties which was succeeded by the Polytechnic of East London in 1988. Throughout their history these colleges were strongly committed to the ideals of making higher education more accessible to the people of the region and providing high quality education to groups traditionally under represented in the sector as a whole. Today the University of East London has one of the most diverse student profiles of any HEI, with a majority of its students (56%) drawn from ethnic minorities, over 50% are mature students, 24% graduate through some accreditation of prior learning, and over 90% of its students are from state schools.

The University has a teaching focused mission, although it is also concerned to promote research capacity among its academic staff. However, only a small proportion (5%) of the university's total income is derived from research grants. In the last Research Assessment Exercise 37% of staff were listed as 'research active'. It is worth noting that the university has a tradition of research in post-compulsory, higher education and life-long learning with active researchers in these fields in a wide range of departments as well as an Education and Community Studies Department with a school focus.

The University is based primarily on three campuses at Barking, Stratford and most recently, Docklands. There are approximately 14,000 students (9,500 FTE's). Academic staff are currently being reorganised into eleven Schools (Architecture, Art and Design, Business, Cultural and Innovation Studies, Education, Engineering, Health Sciences, Law, Life Sciences, Social Sciences, Psychology).

Understanding of Scholarship of Teaching

Scholarship of Teaching is not a term that has significant currency at the University. There has, nevertheless, been significant steps taken to encourage academic staff to think of their professional practice as requiring investigation and evaluation. The steps taken to build capacity in the scholarship of teaching are described in detail below, but a number of broad characteristics of the work being undertaken will be mentioned here. Firstly, we make the assumption that any member of staff can engage in scholarship of teaching whatever the subject discipline, or interdisciplinary area, in which they teach and research. Secondly, the motivation for encouraging reflective inquiry into teaching and learning is that this activity contributes, directly or indirectly, to the quality of teaching and the students' learning experience. Thirdly, a variety of methodological approaches have been encouraged with no overall preference that staff should work within any specific research paradigm. Fourthly, that for this activity to be of value to the institution the results of the work undertaken must be well disseminated across all departments. The recent Audit Report commended the university for "the creation of an environment in which good practice is developed and

disseminated actively through the network of cross-faculty representation and exchange." (QAAHE, 2000).

Building Capacity in Scholarship of Teaching

In order to promote a consciousness among staff of what is now being called Scholarship of Teaching, the first step was to create a certificated course on teaching and learning aimed primarily at new staff which requires a minimum level of PedR for successful completion. For more experienced staff the opportunity was also created to engage in a masters level programme in which they must demonstrate (inter alia) high level critical reflection on the interrelationship between theory and practice and the ability to take and implement decisions based on analysis and investigation (O'Reilly, 1996). Through these courses, staff are encouraged to think of their professional practice as requiring investigation and evaluation using relevant theoretical frameworks with which to reflect on and analyse their teaching. Both courses use negotiated assessment processes and encourage 'emancipatory' approaches to learning (Gosling, 2000). For many staff in these institutions their first published PedR has been a paper originally submitted as part of the coursework of a certificate or masters programme.

Until recently, promotion and reward structures were based mainly on either recognition of administrative responsibility or achievements in discipline-based research. In order to give better recognition and reward for teaching excellence a promotion opportunity was created which can reward staff who have engaged in the Scholarship of Teaching. Posts entitled Readers in Educational Development within subject areas were created. A peer review process was established to examine the evidence produced by candidates in a portfolio relating to clearly described criteria. The main criteria are excellence in teaching, respect of peers, advancement of the university's mission, evidence of evaluation of teaching, promotion of innovation, evidence of leadership in teaching and learning and evidence of scholarship of teaching.

Staff who are appointed to Readerships in Educational development are expected to take a leadership role in supporting teaching and learning generally and encouraging the investigation of teaching and learning issues within their departments.

Another strategy for supporting capacity building in scholarship of teaching is the provision of a funding mechanism for small scale projects to promote investigation of innovations and/or evaluation of teaching and learning practice. This process was named Quality Improvement in Learning and Teaching or QILT. Individuals or teams of staff can apply on an annual basis for funding to support projects which will enhance teaching or the students learning experience. Recent examples of projects supported include: an investigation of ethnicity and student withdrawals in an HND course, the production of a CD-Rom to promote Social Science programmes, development of a tutor training course for part-time staff, improvements to English language provision within a subject area and an investigation of good practices which improve student retention. External funding has also provided the opportunity to research teaching. Two FDTL projects have supported a major project to

articulate a model of problem-based learning in architecture (the Atelier Principle in Teaching) and the investigation of assessment methods in sociology.

Another part of the strategy is to provide internal publication opportunities for Scholarship of Teaching and to support external publications. All QILT projects are written-up as a report within the annual QILT Handbook which is circulated to all staff within the university. The opportunity is also provided for staff to develop their final report into a paper of publishable standard. A recently launched Journal, entitled Research and Innovation in Learning and Teaching (O'Reilly, 2000) also provides a vehicle for published outputs alongside other papers based on research undertaken for the MA in Learning and Teaching.

We recognise that an issue for academic staff who wish to publish in learning and teaching is that they may not have the expertise in appropriate research methods and styles of writing appropriate to the requirements of journals who publish work on Higher Education. Staff wishing to publish about their teaching may also be relatively isolated within their departments where the research paradigm often excludes Scholarship of Teaching as a recognised research activity. We therefore appointed a dedicated member of staff within Educational Development Services whose remit is to co-ordinate research in educational development. In addition to tutoring postgraduate research students (who may also be members of the university staff), he also comments on draft papers, encourages joint authorship of papers, advises on research outlets, organises seminars to support Scholarship of Teaching, publicises appropriate external conferences. These activities are facilitated through the Research in Educational Development Network which includes over ninety academic staff. A dedicated conference devoted to the Scholarship of Teaching was organised jointly with City University in June 2001 and the university also hosted a large international conference devoted to research about adult education (SCUTREA) in July 2001.

Within the context of this university's mission and student profile, Scholarship of Teaching needs to be interpreted broadly to encompass the range of research which is being undertaken. A journal entitled Rising East is dedicated to examining the place of the university in an area of social and economic disadvantage. The Festival of Lifelong Learning (Miller, 2000) – a series of events and projects over a 15 month period ending in July 2001- was a major vehicle for supporting research in regional partnerships, policy and practice in adult learning, and the role of universities in urban regeneration. Other research interests which impact on teaching and learning include the use of autobiography as a teaching and research tool (Chamberlain), the emergence of 'New Ethnicities' (Cohen, Sharma), African and Asian Study Centres (Nehusi, Gokulsing), the work of Pierre Bourdieu in understanding ideas about independent study (Robbins), educational psychology in a multicultural urban setting (Wolvendale), disability education (Parker, Myers), higher education policy and development (Pratt, Graham, Gosling).

One implication of having staff in so many departments across the institution engaged in PedR is that there needs to be a mechanism whereby their publications can be recognised for the Research Assessment Exercise (RAE). Not all of the research cited above will be included within the educational unit of assessment, nevertheless we attempt to ensure that

staff who are isolated within their subject departments and undertaking research into learning and teaching can count towards the RAE by being recorded under the education unit of assessment. Funding received from the RAE is then redistributed to each of the staff who contributed to the submission. However, much of the Scholarship of Teaching work is not recognised within the RAE and this presents a major obstacle to its development.

The Educational Development Services (EDS) department made a policy decision to ensure that the staff within it are themselves involved in research projects and are 'research active'. This models the practice which EDS seeks to encourage among staff across the institution. EDS staff form a core of active researchers in pedagogy who can also partner staff in teaching departments in investigative projects resulting in co-authored publications (e.g. Gosling and Jiwani, 1997, O'Reilly, Weaver and Caddick, 2000). The role of EDS as a central unit, devoted to enhancing quality of teaching, represents a significant commitment by the university to developing the capacity for research in teaching and learning.

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CASE STUDY: UNIVERSITY OF EDINBURGH

Institutional Context

The University of Edinburgh is one of the largest universities in the United Kingdom, with some 2,500 academic staff and just over 20, 000 students, most of whom are studying full-time and on campus. It is ancient university, founded in 1583 and has strong international links. Its international nature is reflected in the diversity of its student population. Of the 16,000 undergraduates and over 4,000 postgraduates currently studying at Edinburgh, around 3,000 are from overseas. Of those, over 1,000 are from EU countries and the remaining 2,000 from some 100 countries worldwide. At home, the University recruits students from across the length and breadth of Scotland. Scottish students constitute about half the total student population, and women account for almost exactly 50% of the total number.

The mission of the University is to strive for international excellence in both teaching and research, and it is one of the most wide-ranging UK universities in terms of its teaching and research activities. It is a 'research-intensive' university, with an annual income for external research in excess of £57 million, and with its research orientation emphasised by the presence on or around the University precincts of many independently funded, but closely linked, national research institutes. 94% of all academic staff at the University were included in the last RAE, and nearly 90% are situated in departments rated at the three highest levels.

In terms of its teaching provision, owing to its foundations within the Scottish educational tradition which places emphasis on breadth as well as depth, the University offers a broad spectrum of disciplines. There are currently nine Faculties of study, with some 120 Departments and Units, covering Arts, Divinity, Education, Law, Medicine, Music, Science & Engineering, Social Sciences and Veterinary Medicine. The University offers four-year Scottish honours degrees, fostering a culture of student autonomy, critical enquiry and independent learning.

The main agency of academic staff development within the University is the Centre for Teaching, Learning and Assessment (TLA), which has a University-wide role in the support of teaching developments and in the initial and continuing professional development of academic teaching staff. The TLA is centrally funded and has a team of full and part-time academic, academic-related and secretarial staff. All staff are also members of the Department of Higher and Further Education, which has a wider academic role, both within the Faculty of Education and nationally and internationally, in higher education as a field of study.

Scholarship of Teaching

At Edinburgh, as far as one can reliably interpret any collective or shared understanding of the term, the scholarship of teaching is probably most commonly viewed as lying at the interface between pedagogical research and pedagogical or educational development. The

former would be seen as any systematic inquiry or sustained reflection into any aspect of pedagogy which seeks to make a significant contribution to knowledge and understanding. It might do this, for example, by grounding its contribution in the available literature on the topic or aligning itself in relation to existing conceptual frameworks, models or theories, and/or articulating new ones. It would be expected to make its aims, methods and findings publicly accessible through scholarly and professional channels of communication such as journals, monographs, conferences and published reports. When such research is called upon in a systematic and reflective manner to inform educational or pedagogical development activity, and is in turn refined and contested by the latter, then such reflective and critical engagement can appropriately be characterised as constituting a 'scholarship of teaching'. It is, in effect, a symbiotic relationship which affords opportunities for the enhancement of professional practice in relation to teaching and learning. The kinds of opportunities which could be capitalised upon might be, for example, those in which individuals or course teams inquire into and reflect on their own practice in particular subject settings and institutional contexts. This can result in enhanced understandings which enrich day-to-day practice but which may not necessarily 'transfer' readily to other settings or contexts, i.e. they may to a significant degree be particularised and context-specific.

Strategy for Building Capacity in Scholarship of Teaching

Capacity building for the scholarship of teaching within the University is probably best perceived as taking place from three strategic sources and at three institutional levels: on a university-wide basis, through the TLA Centre and within the Department of Higher and Further Education.

University-wide Strategies

At the institutional level, support for the scholarship of teaching takes a variety of forms, including:

- targeted support for pedagogical developments and initiatives (e.g. through funding from the University's Development Trust)

- strengthening of promotion procedures to recognise and reward teaching excellence. Applications for Senior Lectureship can be made principally on a claim of excellence in teaching, and with the aid of a portfolio, though the portfolio option is only rarely taken up. (A working group is currently reviewing criteria for the award of Personal Chairs to explore how greater weight might be given to a claim based on excellence in teaching.)

- a regular Learning and Teaching Forum, to which all academic and academic-related staff concerned with teaching are invited. The Forum seeks to promote dialogue and debate about contemporary pedagogical issues which is informed by developments nationally and internationally

- robust commitment to and support for the work of the TLA Centre, which has a University-wide academic development/educational development remit, and for the work

of the Department of Higher and Further Education in teaching and research on teaching, learning and assessment in higher education.

Centre for Teaching, Learning and Assessment

In the work of the TLA Centre, support for the scholarship of teaching takes the form of:

- a firm scholarly underpinning to all aspects of its programme, especially the ILT-accredited Professional Certificate in University Teaching. This scholarly underpinning takes the form of a grounding in contemporary knowledge and understanding of the pedagogy of higher education as documented in the research literature

- an approach to the induction and continuing professional development of university teachers which combines short courses, colloquia and workshops with handbooks and collections of readings, and which thus offer opportunities to round out and extend an acquaintance with the scholarly literature. Examples of the latter include. *Tutoring and Demonstrating, A Manual for Course Organisers, Reviewing Your Teaching, Feedback on Courses and Programmes of Study,* the *ASSHE Inventory*: (Changing Assessment Practices in Scottish Higher Education)

- an extensive collection of publications and resource materials (freely available for consultation and loan) on all aspects of undergraduate and postgraduate teaching, learning and assessment, course management and quality assurance in higher education

- a concern in various parts of the TLA programme to identify, document and promulgate instances of evolving 'good practice', for example by encouraging dissemination through workshops, symposia and resource materials, and our active involvement in various aspects of the work of the Scottish staff development network

- strategic support to individuals, course teams and departments engaged in curriculum development and pedagogical change. Such support includes 'feeding- in' salient research-derived concepts and strategies, and occasional encouragement for the publishing of personal discipline-related studies.

Department of Higher and Further Education

In the University's Department of Higher and Further Education, activities concerned with the scholarship of teaching are focused around the work of two multidisciplinary research groups – the internationally renowned Learning and Teaching in Higher Education Research Group and the Learning Technology Research Group. The activities of these two groups include:

- a buoyant track-record of publications, including journal articles, R & D reports, and books

- externally funded projects

- an active programme of seminars and colloquia which includes contributions from local, national and overseas researchers, including Visiting Fellows, Visiting Doctoral Researchers and Specialist Programme Advisers

- supervision of research degrees on aspects of teaching and learning in higher education, and a key role in the launch and subsequent leadership of a professional doctoral programme, the Ed.D.

- and seed corn funding from within the University.

Take-up

The following are a representative indication of the kinds of activities currently being undertaken and give some idea of the range of topics relating to the scholarship of teaching that are currently being researched or investigated.

a) ECONOMIC AND SOCIAL RESEARCH COUNCIL
   - *Enhancing Teaching-Learning Environments in Undergraduate Courses* (2000-2004, £840k)
   - *Identifying Early Signs of Rett Syndrome and their Implications for Development* (£89k)

b) EUROPEAN COMMISSION
   - *Surveys of European Universities' Skills for ICT for Staff and Students* (2000-2002, £362k)

c) HIGHER EDUCATION FUNDING COUNCIL FOR ENGLAND/TEACHING AND LEARNING TECHNOLOGY PROGRAMME
   - *Formative Evaluation of GOLD (Guidance On-Line for those Learning at a Distance) Project*
     [Evaluation commissioned by the Royal College of Nursing Inst., Open Learning Foundation and Bath Univ.]
     (1999-2001, £22.5k)
   - *Use of TLTP Materials in UK Higher Education*
     (1998, £51k)

d) JOINT INFORMATION SYSTEMS COMMITTEE
   - *Networked Learning: Communication Skills* (1998–, £48k)
     [with Univ. Glasgow and Univ. Loughborough]

e) SCOTTISH CULTURAL RESOURCES ACCESS NETWORK (SCRAN)
   - *Promoting the Use of SCRAN Materials in Learning and Teaching in Higher Education [PUSHE]: Formative Evaluation (1999-2000, £10k)*

f) SCOTTISH HIGHER EDUCATION FUNDING COUNCIL
   Research Development Grant Scheme
   - *Scottish Centre for Research into Technology-Assisted Learning and Assessment [SEUSSIS]* (2001–2004, £560k)

   C & IT Programme
   - *Student-Centric Web-Based Educational and Instructional Management System [SCWEIMS] (1999–2000, £377k)*

g) UNIVERSITIES' AND COLLEGES' STAFF DEVELOPMENT AGENCY/COMMITTEE OF SCOTTISH HIGHER EDUCATION PRINCIPALS
   - *Professional Recognition of Methods of Promoting Teaching and Learning Enhancement [PROMOTE]* (2000–1, £15k)

- and examples of internal seed corn funding would be:

h) UNIVERSITY OF EDINBURGH DEVELOPMENT TRUST
   - *Taught Masters Degrees, Dissertation Writing and Professional Practice* (2001-2004, £7.5k)

   - *Edskills – Creating a University-Wide Resource for Skills Development at Edinburgh* (2000-2001, £14.5k)

Like many universities, we have an extensive and well-established programme of activities and materials geared to teaching and learning support staff in a variety of professional roles (see for example our website at http://www.tla.ed.ac.uk/).

Our programme includes: induction and continuing professional development workshops, seminars, short courses, award-bearing programmes, guided self-study; the preparation and dissemination of resource materials; guidance and support to individuals and groups for new curricular, teaching-learning and assessment developments and initiatives; identifying, documenting and disseminating information about 'good practices'; strategic support for policy development and policy implementation in relation to teaching, learning and assessment.

Data on take-up seems to show that our participation rates compare very favourably with those of comparator universities. However, like all HEI's, nationally and internationally, overall take-up rates for experienced staff are much lower than for new and recently appointed teaching staff, reflecting a higher education system which offers insufficient reward and recognition for the enhancement of teaching expertise.

Future Planning

Currently three aspects of our activity are directly geared to the promotion of the scholarship of teaching within the University. The Department has recently secured funding for a major collaborative four-year project on *Enhancing Teaching-Learning Environments in Undergraduate Education (ETL)* which will focus significantly on practice within a range of disciplines. Stage Four (a half-day) of our Professional Certificate in University Teaching is given over to exploring interrelationships between teaching and research. We are also working on a Reader on the theme of *Teaching and Learning in a Research-Intensive University*, with a grant from the University's Development Trust. Once completed, this collection of readings will be made available both to those enrolled in our Professional Certificate programme and to other teaching staff across the University.

However we do not realistically see much likelihood of significant numbers of colleagues being actively engaged in researching the pedagogy of their subjects/disciplines, since such involvement is not appropriately recognised within present (and it would seem subsequent) RAE procedures, and there are regrettably very few sources of external funding for such work. Moreover though the TLA has done well in the past in securing external funding for development projects, chiefly from SHEFC (e.g. ASSHE, Preparation and Support for Part-time teachers, Group-based Learning, etc) it would appear that in the present funding climate this source also has, unfortunately, dried up.

CASE STUDY: THE UNIVERSITY OF OXFORD

Institutional Context

Data

In 1999-2000 Oxford had 10,993 undergraduate and 4,901 postgraduate students. 95% of undergraduate entrants had achieved A level scores of AAB or better. 20.52% of graduating students achieved firsts, and 61.7% achieved upper seconds.

According to the THES league table, in 1996-7 the projected completion rate was 97% (placing Oxford joint 2nd in the league table); 98% of graduates went into further study or employment (joint 4th); and the mean of all of Oxford's subject reviews was 21.8 (joint 3rd).

Oxford has the highest number of academics working in departments rated 5*
and 5 in the RAE of any university in the UK. The average individual rating of staff in the last RAE was 6.1 out of 7. Of 47 departments, 40 achieved 5 or 5* scores.

Culture

Three aspects of Oxford's culture and organisation exert a profound influence on the development of learning and teaching: its standing as a world-class research university; its commitment to undergraduate tutorial teaching; and its collegiate structure.

It is commonly held that a commitment to research implies a neglect of teaching: this was the concern that inspired Boyer and the Carnegie Foundation's research. Oxford's commitment to collegiate organisation of tutorial teaching exerts a balancing influence upon the prioritisation of research, but funding mechanisms and the impact of the RAE continue to encourage an imbalance between the priority accorded to teaching and research.

Tutorial teaching, from a student perspective, emphasises student responsibility for independent study, organised around contact with academic staff that is both direct and intense. From the academic perspective, tutorial teaching holds the promise of direct and stimulating engagement with undergraduates, along with the burden of frequent repetition. Tutorial teaching impacts on educational development in two significant ways: in terms of its privacy and in terms of the commitment it secures. First, it is uncommon for tutorial teaching to be observed or reviewed, and few tutors know much of the tutorial practice of their peers. Second, Oxford is unlike a research-intensive US university, where direct engagement with undergraduate students is often delegated to teaching assistants. Oxford academics are fully engaged in undergraduate education, and many remain firmly committed to the importance of teaching throughout their academic career.[3]

[3] Whilst patterns of teaching differ between the arts and natural sciences, the commitment to undergraduate tutorial teaching means that tutors and students most frequently work together in groups of 2-3 for the duration of one term (8 meetings). Lectures assume a greater importance in the natural sciences, but remain wholly optional within the arts. The form of the tutorial itself varies significantly but considerable emphasis is placed upon the preparation of written work or worked problems prior to tutorial. Most tutors treat the content and structure of tutorial as something to be adapted to individual student requirements.

Education within the collegiate framework has significant impact upon both academics and students.[4] For students, collegiate organisation of teaching supplies a clear academic structure, in which expectations are high and performance closely monitored. For academics, collegiate organisation affords considerable autonomy and scope for the exercise of initiative within the college domain. However, the need to ensure that educational initiatives at departmental, faculty and University level are supported by cross-college consensus means that collegiate organisation also constrains change.

Viewed from an educational development perspective, the commitment to world-class research, the commitment to undergraduate tutorial teaching, and the commitment to collegiate organisation create unique developmental challenges and opportunities. Academics are expected to produce world-class research, to conduct tutorial and other teaching to the highest standards, and to contribute fully to the life of their college. The individualised and private nature of tutorial teaching makes it difficult to define and disseminate good practice; and the slow pace of change at departmental level can serve to frustrate innovation. On the other hand, the commitment to teaching, at individual, college and departmental level means that many academics are interested in enhancing their understanding of learning and teaching issues, and eager to innovate.

The Institute for the Advancement of University Learning came into existence in September 2000, in order to preserve, promote, and enhance excellence in learning and teaching throughout the University. Educational development initiatives must be credible to a highly critical community; focussed upon and responsive to the concerns of professionals working under intense pressure; and consistent with the values of a scholarly community.

Scholarship of Teaching

The Institute for the Advancement of University Learning promises to 'support the scholarship of teaching'. Our starting point is in Boyer's embrace of:

> *"a more inclusive view of what it means to be a scholar—a recognition that knowledge is acquired through research, through synthesis, through practice, and through teaching."*

We share his view that:

> *"scholarship means engaging in original research. But the work of the scholar also means stepping back from one's investigation, looking for connections, building bridges between theory and*

[4] Academics select their own undergraduates; support them prior to their arrival (for example through pre-course reading, assessment, and advice); organise their students' degree programme; select the other tutors – from among those available with subject expertise - with whom students will work in tutorial; tutor them in one or more subject; discuss their progress in termly meetings; and support their preparation for examination. In addition, academic staff are responsible for academic discipline; for the provision of pastoral support; and, often, undertake to socialise students into disciplinary or professional networks.

practice, and communicating one's knowledge effectively to students". (p.6)[5]

We believe Boyer to have been arguing for the conceptualization of teaching as a form of scholarship in itself. In endorsing what we understand to be Boyer's concept of the scholarship of teaching, we are seeking to ensure that teaching takes its rightful place within current academic life. Recognizing teaching itself as scholarship means respecting its demands; rewarding its best practitioners; and accommodating the reality that its achievements belong as much to the student as to the teacher.

Shulman's expansion of Boyer's concept is of interest and also of concern to us.[6] We share his view that scholars are above all:

"members of active communities: communities of conversation, communities of evaluation, communities in which we gather with others in our invisible colleges to exchange our findings, our methods, and our excuses" (p.6)

so that the scholarship of teaching is an intrinsically collaborative activity. Does Shulman mean to include students as members of his active communities? For us, the scholarship of teaching is constituted in interaction – direct or mediated - with students, and it is with students that the most important conversations, evaluations, findings, methods and excuses are exchanged.

The second key element in Shulman's conception, production of an artefact, is of greater concern. To the extent that his requirement that scholarship of teaching creates:

"some form of community property that can be shared, discussed, critiqued, exchanged, built on" (p. 7)

implies an emphasis on continuing dialogue, in any and all of its concrete forms, we agree that the scholarship of teaching is a community property. If, however, the production of an artefact implies that scholarship of teaching must result in conventional academic publications we strongly disagree. We do not believe that formal publication is, or should be, the only 'respectable' form of communication with peers within a scholarly community. Neither do we agree that it is necessarily the most appropriate. Publication is virtually pointless unless this is felt to be an attractive means of sharing knowledge: on the basis of our own and our academic colleagues' reactions to PedR, we honestly doubt that this is so. Moreover, if, as we have suggested, students are also members of our community of practice, all of the modes through which we communicate with them are a part of the scholarship of teaching.

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[5] Boyer, E.L. (1990). *Scholarship Reconsidered: Priorities of the Professoriate.* (Princeton, N.J.: The Carnegie Foundation for the Advancement of Teaching.)
[6] Shulman, L.S. (1993). Teaching as community property. *Change* (Nov/Dec) 6-7.

What then differentiates the notion of a scholarship of teaching from the notion of teaching *simpliciter*? (We conceptualise teaching in a capacious sense, so that those who create distance learning materials, for example, are also engaged in the scholarship of teaching.) It is teaching that is conducted in a scholarly manner: scholarship in all its forms must satisfy criteria for validity, and the scholarship of teaching is no different. Glassick et al. argue that all scholarship, including that of teaching, should comply with six requirements: clear goals, adequate preparation, appropriate methods, significant results, effective presentation and reflective critique.[7] We would add that scholarship is also always conditional, ever open to challenge. Glassick et.al's account of scholarly method is more an aspiration for scholarship than a description of all scholarly actuality. But as an aspiration it is of singular importance. It enables us to discriminate between journalism and scholarship, pointless experimentation and research, well-meaning homiletics and scholarship of teaching.

PedR

PedR may be undertaken in the form any of Boyer's first three scholarships: those of discovery, integration, or application. We would regard PedR as a strand within educational research distinct from, for example, educational philosophy. PedR, to be credible, must be subject to the usual scholarly requirements.

Glassick's claim that scholarship rests *inter alia* on adequate preparation ("does the scholar show an understanding of existing scholarship in the field?") characterises the relationship between educational research and scholarship of teaching. The scholarship of teaching should be informed by good educational research.

Strategy for Building Capacity in Scholarship of Teaching

Our definition of scholarship of teaching implies that, for us, 'building capacity' is a question not of quantity but of quality.

Supporting the scholarship of teaching means enabling academics to accord teaching proper priority as the subject of collaborative endeavour. Our work therefore has three strands:

a) supporting the development of individual practice by facilitating the creation and exchange of community knowledge;
b) supporting new members of the teaching community and;
c) supporting and evaluating change and innovation.

<u>Facilitating the Creation and Exchange of Community Knowledge:</u>

- Research programme into learning and teaching in Oxford.
- Seedcorn funding and support for collaborative PedR.
- Educational and PedR seminars.

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[7] Glassick, C., Huber, M. and Maeroff, G. (1997). *Scholarship Assessed: Evaluation of the Professoriate* (Jossey Bass: San Francisco).

- Diploma in Learning and Teaching in Higher Education, supported by teaching or administration remission.
- Departmental, collegiate, and inter-collegiate colloquia.
- Promotion of collaborative exploration of subject-specific issues relating to learning and teaching (e.g. in theology, the role of faith in undergraduates' motivation, progress and assessment).
- Development seminars and symposia.
- Promotion of peer observation of teaching.
- A yearly learning and teaching publication, *Illuminatio*
- Development of a learning and teaching web site to include examples of good practice, and introductions to educational research.
- Promotion of awareness of disability and other diversity issues.

Supporting New Members of the Teaching Community:

- Diploma in Learning and Teaching in Higher Education.
- One-to-one development consultation for new appointees.
- Graduate teaching seminars.
- Development of graduate teaching assistantship scheme.

Supporting and Evaluating Change and Innovation:

- Specialist support for course design and evaluation.
- Support for IT in teaching initiatives.
- Seedcorn funding and support for PedR.

Take up

Some 10% of the academic community is engaged in some form of activity with the Institute.

About 25 academics undertake the Diploma in Learning and Teaching in Higher Education yearly. Many Diploma participants undertake new initiatives within their departments. Participants' portfolios all include small-scale investigative projects undertaken to inform their own teaching or on behalf of course teams or departments. We are investigating means of internal dissemination of some of the material included in portfolios (for example, through our web site).

Future Planning and Future Prospects

We intend to continue to develop our work in the pattern outlined above.

At present, two issues present themselves as of fundamental importance for the future development of scholarship of teaching: the nature, quality and credibility of educational research, and the continuation of the TQEF.

Shortage of academic time and inclination present their own challenges to academic development, but a more fundamental one in a research-intensive university is academics' commitment to the epistemologies of their disciplines. While ignorance is one obvious reason why academics do not use educational research, we also recognise that evaluating its claims presents a genuine intellectual dilemma. For hard positivists in the natural sciences, the epistemology and consequently the methodology of educational research is unconvincing. Academics in the humanities question the hermeneutics and challenge the social scientific positivism of educational research. And quantitative social scientists question its qualitative aspects. One response, suggested by Mary Taylor Huber, may be to encourage academics to draw upon their own disciplines as a framework for pedagogical research.[8] This is obviously far easier for the psychologist, anthropologist, or qualitative sociologist than for the physicist, but it may nevertheless be a significant point of leverage.

If matters of epistemology are one real, but abstract, challenge to overcome, a more pragmatic concern is the continuation of ring-fenced funding for developing the scholarship of teaching. The inception of the Institute for the Advancement of University Learning would not have been possible without the TQEF. In future funding decisions, the Institute's value to the University will be weighed against that of academics directly engaged in teaching, and contributing to the RAE.

This item was written by Dr Suzanne Shale. The views expressed are her own and not necessarily those of the University.

[8] Huber, M.T. 'Disciplinary styles in the scholarship of teaching: reflections on The Carnegie Academy for the Scholarship of Teaching and Learning' in Rust, C. (ed) *Improving Student Learning 7, Improving Student Learning Through the Disciplines.* (Oxford: OCSLD 1999)

CASE STUDY: THE UNIVERSITY OF STRATHCLYDE

Institutional Context

"A place of useful learning" (John Anderson 1796) expresses the mission of the University of Strathclyde:

- to provide students with knowledge, skills and confidence which equip them to contribute positively to society
- to undertake research which combines excellence with relevance and so advances the well-being of the national and international community
- to promote breadth of educational opportunity encouraging the personal development of students, of staff and of the wider community.

The institution has approximately 1300 academic and research staff and the equivalent of more than 14200 students, the majority of whom are engaged in full time study on campus. There are five Faculties of study which include Arts and Social Sciences, Business, Education, Engineering and Science.

Considerable powers have been delegated to the Faculties, which in addition to managing resources, also co-ordinate the academic strategies and policies of their peer communities. The Faculty level also performs vital roles in appointment, promotion, review and quality assurance processes.

The University of Strathclyde maintains a very good record with respect to the students' learning experience. External assessments by QAAHE and the Funding Council indicate that the quality of teaching at Strathclyde ranks with the best in Scotland. Just under 50% of our students are taught in disciplines rated 'excellent' in teaching quality assessments.

Within the Institution, primarily through the work of the Centre for Academic Practice, which was established in 1987, there is a strong recognition that the link between research and scholarship and teaching and learning lies at the heart of the culture of education. There is also a strong belief that the scholarship needs to be made public and open to critical review and evaluation (i.e. not only self-review and evaluation).

The Scholarship of Teaching

At Strathclyde, the scholarship of teaching is defined as *'the active seeking of information about teaching and learning with the intention of expanding knowledge and understanding and applying that knowledge and understanding within ones' own teaching practice. This includes engaging in pedagogical research or being informed about the pedagogical research of one's own discipline'.*

However, it is not necessarily the case that staff within their disciplines have internalised and taken ownership of such terminology and the concepts which it embraces. With ongoing commitment to investment in people's development the notion that pedagogical aims, methodologies and findings should be accessible, made public and subjected to peer reviews is gaining ground. Over the past few years through strategic development at institutional level, there is a higher and stronger level of acceptance that reflection on one's own pedagogical practice is essential to maintain effective learning environments in the rapidly changing culture of higher education.

Strategy for Building Capacity of Scholarship of Teaching

At Strathclyde, capacity building for the scholarship of teaching occurs at different levels. The University was recently awarded Investors in People status for its strategic priority given to:

Investment in People's Development

- A recognition that effective staff development is vital to achieving the University's objectives
- A priority given to development of management skills given the need for strategic management of both research and the development and delivery of teaching programmes
- Priority given to supporting staff in recognising and using the potential of C&IT in all aspects of their work
- Development of promotion criteria which acknowledge and reward excellence in teaching
- Institutional wide support for the work of the Centre for Academic Practice, which is where the ground level work occurs in building capacity for scholarship of teaching.

The Staff Development Strategy

- The encouragement for appraisal strategies to lead to agreed personal development plans which are aligned with University wide and Departmental objectives
- Development of induction programmes which include support for a commitment to obtaining ILT membership and a compulsory course specifically relating to the teaching and learning ethos of the institution
- Encouragement and support for the development of new teaching and learning strategies and an ethos of reflection on practice

- Programmes targeted at the needs of graduate teaching assistants and part-time teaching staff (many of whom are practising professionals).

Promotions and Rewards Policy

Several years ago, after substantive discussion at the level of University Senate, an amendment to the criteria for promotion to Reader was made, to include as an acceptable category outstanding achievements in the scholarship of teaching and learning. Senate was insistent that all applications for promotion to Readership must be capable of being externally assessed. Applications focusing primarily or wholly on the Scholarship of Teaching must satisfy this condition. Therefore, it is genuinely scholarship and innovation and external reputation which are being assessed thus endorsing Shulman and Hutching's distinction between Scholarship of Teaching (i.e. subjecting one's practice to peer review) and excellence in the classroom.

The Centre for Academic Practice (CAP)

CAP focuses on four related spheres of development: staff, student, educational and organisational. A significant part of the remit of CAP focuses on staff development for academic, research, and academic related staff with particular emphasis on academic practice i.e. teaching, learning, assessment, scholarship, research and the management of these activities.

These endeavours are pursued through:

- A compulsory intensive 3-day teaching, learning and assessment introductory programme for new academic staff which provides a balance between sharing experiences and considering lessons to be learned from the research literature on managing the teaching and learning processes and theoretical frameworks for teaching and learning such as constructivist and reflectivist practitioner approaches.

- Both generic and disciplinary specific workshops

- Seminar series facilitated by CAP staff, Visiting Professors and other active pedagogical researchers

- The production of resources such as a series of videos devoted to the pedagogical issues relating to postgraduate student supervision and support, and to writing for publication

- A substantial collection of books, journals and other resources related to PedD, PedR and SoT that may be consulted by staff

- An in-house journal entitled CAPability which allows for dissemination of a snapshot report of pedagogical developments from disciplinary based staff

- Active research engagement by academic staff of CAP into teaching, learning, assessment, enhancement and approaches to study and development. This is returned under the Education Unit of Assessment in the RAE.

- Internal consultancies and partnership working arrangements between CAP and disciplinary based staff which support individuals or course teams in reflecting on their practice and engaging with the pedagogy of their discipline.

- Collaborative partnerships with other institutions

- Extensive involvement of CAP staff in major external evaluations, developmental and research projects, consultative fora, editorial advisory boards, national and international societies and institutes, conferences and colloquia.

Award Bearing CPD Programmes

Since 1997 the University, through the Centre for Academic Practice and the Faculty of Education, has presented an accredited CPD programme open to all academic or relevant staff called Advanced Academic Studies. The certificate level of this ILT accredited programme allows participants who have completed the requisite modules to obtain membership of the ILT. Candidates can if they wish progress to Diploma or Masters level. The ethos underpinning the Advanced Academic Studies programme is to provide a framework for self-directed professional development for academics and related staff.

Whilst the programme was primarily designed to meet the needs of staff at Strathclyde it has attracted participants from other institutions.

There are a number of ways in which this CPD programme promotes the Scholarship of Teaching. Firstly, the reading material for modules includes literature on teaching and learning from the disciplines of the participants. Secondly, the assignments draw upon work-related experience, i.e. they are located within a specific discipline. Thirdly, participants are encouraged to seek the support of a mentor, normally drawn from that discipline. They are all required to participate in paired peer observation of teaching. Finally, the programme is guided by the ethos that the learning must relate to the context of each participant. Thus the nature and needs of particular disciplines feature prominently in the design and operation of the programme.

The Certificate consists of a compulsory double module on Learning, Teaching and Assessment in Higher Education and a compulsory module on Professional Development Planning. The remaining module is chosen from a menu of options which currently include: Web-based Teaching; Internet Communication; Academic Writing; Supervising Postgraduate Research; Creating an Accessible Curriculum. Those undertaking the Diploma conclude

with a integrative and reflective assignment which is intended to illustrate how their learning and developmental experiences have shaped their practice.

Most participants complete to Certificate level and many disciplinary based staff have published pedagogical research which they undertook as part of a module assignment. Two members of academic staff have completed the Diploma. Both have produced related refereed articles and conference papers.

Uptake of Opportunities

Uptake of these development opportunities varies across Faculties, discipline and departments. Over a period of time it has been possible to track an increasing level of interest in development occurring 'in-situ' within the disciplinary base and a decreasing level of satisfaction with overly generic staff development workshops. The formal gap between actual and potential uptake of developmental opportunities which promote the scholarship of teaching is substantial. While the institutional mission is expressed as 'A Place of Useful Learning' and there is considerable support and encouragement to engage in developmental opportunities, there is also a pressure on staff to perform well for the RAE. Moreover, there is a strong perception amongst staff that promotion policies still favour a traditional research profile over excellence in teaching. That said, there are important and active communities of interest and practice, in relation to teaching and learning, at various levels within the institution. Part of the challenge is to build from these foci, to promote dissemination and wider involvement and extend a culture of reflective and innovative practice.

Future Planning

It has recently become Institutional policy that all probationary staff must take appropriate steps to obtain membership of the ILT. The most obvious way for new staff to achieve this is through engagement with the Advanced Academic Studies Programme.

While the Advanced Academic Studies programme initially attracted very senior staff, most of them found that the pressures of other commitments, particularly research and funding, acted as barriers to their commitment and progress. Apart from specialised development opportunities particularly those relating to the use of C&IT in teaching and learning, it is difficult to foresee extensive uptake of available staff development opportunities particularly relating to teaching and learning amongst experienced staff. Uptake seems likely to be focused on new and probationary staff. A more productive route with experienced staff may involve projects or other focused initiatives and activities, especially when grounded within appropriate per communities and/or connected to departmental or Faculty priorities.

The University of Strathclyde has been and continues to be successful in providing or securing, funding for the promotion of new learning methods. One project called NATALIE in the Mechanical Engineering department, provides a technology driven interactive teaching and learning platform which promotes peer learning within the classroom. Senior staff interested in promoting and enhancing active learning were responsible for this initiative. Engagement with the pedagogical research literature may not be commonplace within the

academic community at Strathclyde but considerable innovation has occurred in teaching and learning in most departments and programmes. Moreover it is considered to be an explicit and integral strategic priority for the institution and receives influential support both from Senior Academic Officers and Faculty leaders. Nor should the contributions of senior academics be underestimated. Both the NATALIE initiative and the Integrative Studies core in the principal Business degree owe their origins and success to that form of leadership. In both cases individuals with experience and commitment researched and led change, which the University supported and facilitated with financial inputs and strategic endorsement, and to which, in a more modest way, staff of CAP contributed either in advisory or directly participative roles. Considerable efforts are made to disseminate these innovations both within Strathclyde and to wider constituencies. One illustration would be the LTSN Engineering event held at Strathclyde in Spring 2001.

Thus at Strathclyde capacity building operates in a wide range of ways and routes and at various levels, and accommodates bottom-up and broader strategically-focused developments and initiatives. Within that framework CAP is expected to act as a catalyst, a source of expert research-informed advice on policy and practice, an enabler and facilitator, a promoter of dissemination and of research-informed practices and the principal provider of specific developmental programmes and activities listed earlier in this case-study. Nonetheless the guiding ethos of the institution is that responsibility for teaching and learning (content, practice, approaches, and quality) rests with the academic community through the peer processes which lie at the heart of disciplines, communities of interest and practitioners, and collegiality. The next challenge is to capitalise upon the considerable enthusiasm, experience and expertise which exists within the University and promote wider discussion, reflection and evaluation and enlarged and overlapping communities of pedagogical practitioners, developers and researchers.

CASE STUDY: UNIVERSITY OF SURREY ROEHAMPTON

Institutional Context

On 1st January 2000, the University of Surrey Roehampton (USR), formerly known as Roehampton Institute London became part of the federal University of Surrey. Roehampton Institute London, was created in 1975 by the federation of four colleges which were founded in the nineteenth century for the training of teachers: Whitelands College, an Anglican foundation (1841); Southlands College, a Methodist foundation (1872); Digby Stuart College, a Catholic foundation (1874); and Froebel Institute, a non-denominational foundation (1892). Roehampton Institute London was granted degree-awarding powers in 1993 and research degree-awarding powers in 1998. At present, the University operates on two campuses in south-west London, and has some 6,000 full-time equivalent students enrolled, including approximately 1,000 postgraduate students.

Scholarship of Teaching and Learning (SoTL)

The SoT at USR has developed out of the work of what was originally the Educational Development Office (EDO) and is now the Roehampton Educational Development (RED) Centre. The EDO was first established in 1993 as separate from staff development with the purpose of providing the Institute with a holistic programme of academic development. Its early focus was on pedagogical development (PedD) and later in 1995 added pedagogical research (PedR) to its agenda through the introduction of a Teaching and Learning Grants Programme (TLGP). SoTL in this context is broadly defined and the scholarly work supported by the RED Centre is quite diverse. In the first two years that the TLGP was in operation there were nearly 20 funded initiatives covering topics, from self-study workbooks to the investigation of forms of assessment on students and flexible learning materials, among others.

These activities are underpinned by the mission statement of the RED Centre (see Annex A for full text) and in particular its first aim - to maintain and improve the quality of USR's learner-centred educational provision by:

- advocating identified needs for the improvement of learning and teaching
- promoting well-researched innovations in learning and teaching and
- encouraging research and scholarship on learning and teaching in higher education.

Strategy for Building Capacity in Scholarship of Teaching

The strategy for building capacity in SoTL at USR has developed over a period of seven years. It has included the development of a *Certificate of Teaching & Learning in Higher Education* (at M level). 20 credits of the award are for a piece of pedagogical research. From the first cohort several papers completed for this module have been successfully submitted for publication.

The *Recent Issues in Higher Education Seminar Series (RIHESS)* has been a feature of the strategy to build SoT capacity by making it possible for staff to share their pedagogical research in a public forum. These events have also included outside experts who help USR staff to keep abreast of national and international issues in higher education. These events have also been directly linked to *Higher Education Book Study Groups* (HEBSG). The book groups consist of up to five members of staff who meet to discuss a recently published book on higher education. For example, Sir John Daniels's book on mega-universities was selected one year and he also gave a talk on it for the RIHESS as well. By encouraging staff to read and discuss issues of relevance to their interests in teaching and learning and by linking these to seminars on the same topic provides a foundation for their own pedagogical investigations.

These are further encouraged by the appointment of a *Visiting Professor of Educational Development*. Dr Roger Brown, Principal of the Southampton Institute, was appointed as Visiting Professor in 1998 and again in 2000-2002. He has given two inaugural lectures which have drawn an audience of several hundred staff and academics from the wider higher education community. Again the effect of these events and the advisory role of Dr Brown to the RED Centre has been to stimulate interest in the SoTL.

The development of the post of *Teaching Fellow (TF)* was created to provide an opportunity for staff who are engaged in SoTL to be given both the time (via a sabbatical) and the resource to carry out a more fully developed research project in PedR than would be possible with the seed corn funding of the Teaching and Learning Grants Programme. For example, one recent TF focused his project on the development and evaluation of Teaching and Learning Technology initiatives grounded in pedagogic practice.

Take-up

Participation in the various programmes has consistently increased over the past seven years. Attendance at the seminars has ranged from 30-200 depending on the topic and the speaker. The book groups have been over subscribed in all instances and the programme has grown from one book title per semester to three per semester. The TLGP has become more and more competitive, with grant proposals from an increasing range of subjects. The RED Centre has published the results of these studies in a compendium of pedagogical projects completed as well as in a monograph series. A solid foundation is in place to support the further development of SoT at USR.

Future Planning

The real success of this work in building capacity for SoTL arises where the research is linked to key strategic aims or developments within the University, i.e. learning technologies, increasing student motivation and retention, and the development of a new dyslexic diagnostic tool. All of these have been supported directly by the RED Centre.

It is intended to continue all programmes currently supporting SoTL. From time-to-time, the grants and fellowship programmes have been suspended due to budgetary constraints. But

overall they have been reinstated as funding became available. The key to maintaining the momentum of these successful programmes would be a consistent ring-fenced funding stream from the funding council to support these activities.

Annex A

Roehampton Educational Development Centre (RED)

MISSION STATEMENT

Educational Development at University of Surrey, Roehampton is grounded in a holistic model that addresses the needs of the University as a learner-centred academic community. The RED Centre lead the academic and quality processes through the promotion of effective learning, teaching, pedagogic scholarship & research and by embedding best practice throughout the University. Furthermore the Centre is committed to, and the University's champion of, student learning development and the principle of Widening Participation. At an operational level the Centre's aspirations and commitments are articulated in the University's Learning and Teaching Strategy.

The Centre develops and enhances the quality of the University's provision by:

- systematically identifying and addressing needs for the enhancement of a wide range of approaches to learning and teaching
- promoting developments in teaching and learning including learning technologies
- supporting and engaging in pedagogic scholarship and research
- working with students to enhance their development as independent learners
- developing and supporting effective quality enhancement processes
- developing academic policies which accord with the national quality assurance agenda
- reflecting on, and being self-critical, of its own work
- offering a wide range of programmes and other events in support of the above.

CASE STUDY: CAPITAL UNIVERSITY

(This institution contributed information for the report on an anonymous basis. The name is fictional.)

Institutional Context

The institution was founded in the 1820s. Currently there are 4000 academic staff teaching 11000 undergraduate and 6000 postgraduate students. All undergraduates are interviewed prior to offers being made.

Educational Development (broadly conceived) is the responsibility of an Education and Professional Development Department (EPD). EPD combines Higher Education Research and Development Unit (HERDU), Staff Development and Training Unit (SDTU), and Continuing Higher Professional Development (CHPDU).

Scholarship of Teaching

This term does not appear in the documentation of the institution. The central concepts, which are reflected in the structural arrangements, relate to "higher education research and development", "professional development", "innovations in teaching", "support" for academic staff in researching and developing their teaching. HERDU is the largest unit in EPD with particularly strong research and development activity in pedagogical research, much of which is related to new technologies. Research is normally seen in terms of research and development, that is, research intended to lead directly to development. This can be traced back to the foundation of HERDU out of the Enterprise in Higher Education funding. There is a small amount of research in continuing education or staff development. EPD has rapidly expanded during the last year with new appointments predominantly on academic scales, reflecting a strategy of building research in the area of teaching and professional development. Much of this has been funded by TQEF money. The creation of an established Chair in Higher Education reflects the strategy of building research strength in the broad area, and EPD becoming rather more an academic department and less a central service. Various explicit statements refer to the close relationship believed to exist between teaching and research.

Strategy for Building Capacity in Scholarship of Teaching

Research and Development in teaching (which often includes Scholarship of teaching, but is not restricted to it) is supported in a number of ways:

a) Secondments from departments to collaborate with EPD staff (usually funded up to £3k each, £25k in total). Results reported to committees, disseminated through seminars and often lead to publications in journals.

b) Research projects funded by TQEF. Reports made to Academic Committee. Publications expected to arise from these.

c) Network of Learning and Teaching co-ordinators for each department to share ideas, scholarship, and develop departmental teaching and learning strategies.
d) Professional development courses for Graduate assistant teachers, part time teachers, new lecturers already exist. These will be developed and extended to experienced lecturers, with plans to incorporate all this provision into a Masters programme. All these courses are, or will become, research and scholarship based.

e) Other informal collaborations and seminar programmes.

Institutional policy encourages opportunity for promotion based upon teaching excellence evidenced by publication and other scholarly activity.

The institution takes part in annual National Teaching Fellowship Scheme, which inevitably involves scholarship of teaching

Emphasis tends to be on external publication rather than internal. Most staff in EPD have a research agenda and publications, many of which are jointly authored with colleagues in other departments.

Take-up

Competition for funds from the secondment scheme is high (this year 2 or 3 bids for every offer), for a range of activities, e.g.:

- Developing self-study pack in a European language. Involves some scholarship of teaching.
- To explore teaching strategies at a Conservation Institute (Built Environment). Primarily SoT
- Administrative and External Support of 'Teaching the Teachers' programme (Obstetrics and Gynaecology). Only very indirectly SoT.
- All these bids are expected to contribute to the development of teaching, learning and/or assessment.

TQEF funded projects normally involve appointment of Research, Academic or Academic Related staff to EPD. Themes for these currently include:

- Key skills Web Development
- Enhancing the use of lecture spaces
- Learning needs of part time and mature students

Such projects are all conceptualised as research projects, which will usually lead to developments in policy, organisation, and so on. Staff involved are all located in EPD with there is a regular seminar programme to support and share their work.

The network of Learning and Teaching Co-ordinators currently involves about 45 out of 75 departments, but involvement is still increasing.

Professional development courses are still at an early stage in their development. Such courses have been accredited by SEDA, but the emphasis is moving towards all courses being institutionally accredited. This formally acknowledges the policy of all professional development being research led and involving research-like processes (i.e. scholarship). Take up as yet uncertain, but policy likely to be that all new lecturers will have to take part in a Certificate course on the Masters Programme.

More informal collaborations include, e.g. a group of 13 mostly senior colleagues meeting to explore the potential of interdisciplinarity for research and teaching (e.g. how can interdisciplinarity lead to really critical engagement between students, or researchers, rather than merely an add-on multi-disciplinarity?). This involves, but extends far beyond the scholarship of teaching. All those taking part have interdisciplinary research and teaching interests.

Take up of all the above is good, with more interest currently upon new technologies and less upon teaching-learning interactions and processes. The culture of the institution is strongly research led. That could lead to stresses in balancing those demands alongside teaching development and innovation.

Future Planning

There is a widely accepted policy in EPD, and in the institution, that teaching development needs to be strongly research related in two respects: by drawing closer relationships between teaching and disciplinary research; and by developing more research into teaching-related activities (i.e. scholarship of teaching). Further developments of the secondment projects, and the plans for a new Masters degree programme to unite all PD courses (1 and 4 above) should meet the latter objective, thereby increasing SoT. Other activities (such as 5 above) will relate more to the former, drawing heavily upon people's research interests and perspectives.

There is a policy within EPD – and supported by the institution – that new appointments within EPD to support the above activities should, wherever possible be made on academic salary scales. This would, of course, be associated with an expectation that these staff publish research. With this in mind, EPD is becoming more like an academic department than a central service unit and it is envisaged that it will be submitted for the RAE in 2005/6. Since most of this research will involve collaboration with other departments, that could mean that educational research (including the Scholarship of Teaching) across the institution increases over the five-year period. It must be borne in mind, however, that given the research mission of the institution, it is, most unlikely that educational research will ever be as significant as research in the disciplines.

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